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ABSTRACT

The present Pojoaque Valley (New Mexico) Elementary School consists of two pod buildings. Although a small amount of remodeling will take place in the buildings, the major portion of the project described here is the construction of one or more new buildings. Because the school district has no preconceived shape or location for new structures, the architect is free to propose what he thinks will be best to compliment the two existing pods, as well as future school structures. The educational specifications reflect discussions with the school district personnel and school board about the characteristics desired in new buildings, their location, and equipment. Specific guidelines are given for a media center, a kindergarten, regular classroom facilities, a multipurpose facility, and food service facilities. Facilities for Title I programs (remedial math and remedial reading) that will be financed by federal funds are also described. (Author/MLF)

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EDUCATIONAL SPECIFICATIONS

FOR THE

POJOAQUE VALLEY ELEMENTARY SCHOOL

PREPARED BY

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Educational Planning and Development

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January, 1979

EA 013 033

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POJOAQUE VALLEY SCHOOLS

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Joseph Merhege, Junior High Principal

Feliberto Martinez, High School Principal

ACKNOWLEDGMENTS

Faculty and staff members of the Pojoaque Valley Elementary School made many significant contributions to the contents of this document, and hence to the future of instructional and learning facilities which will characterize their school. Their efforts are sincerely appreciated. (The names of these employees are listed on the page which follows.)

The members of the Board of Education have continuously demonstrated concern for the development of an instructionally adequate, safe and healthful elementary school for the younger children of the Pojoaque Valley Elementary School District. This project is another demonstration of their endeavor. Throughout the development of these Educational Specifications, the members of the Board of Education have exchanged views, opinions and ideas with Administrators and the Educational Consultant. The Board handled all matters fairly, promptly and with good judgement. They are commended for the quality of their participation and decision making.

The Superintendent of schools and his central district staff are due special recognition for their untiring and determined efforts. These people have been most helpful throughout the development of this report.

Although the Architect for this project, Dean and Hunt of Albuquerque, were not responsible in any way for the development of this Educational Specification, a representative of the firm, Hal Dean, participated in sessions as the document has been reviewed with School District and community personnel. Mr. Dean's involvement

contributed to the scope and nature of some of the document's contents. His efforts are also appreciated.

In closing I would like to publicly express thanks to the BOEPAD staff for their many meaningful inputs to this Educational Specification, and particularly to Jessie White, Acting Office Manager and Silvia McWilliams, Typist.

R.F.T.

ELEMENTARY SCHOOL FACULTY & STAFF

Rosemary Sanchez	Kindergarten Teacher
Ruperta Salazar	Kindergarten Teacher
Margarita Trujillo	First Grade Teacher
Maureen Trujillo	First Grade Teacher
Zenaida Padilla	First Grade Teacher
Agnes Cardenas	First Grade Teacher
Theresa Baros	Second Grade Teacher
Ercilia Brazil	Second Grade Teacher
Phyllis Lopez	Second Grade Teacher
Dorothy Gallegos	Second Grade Teacher
Flora Ortiz	Third Grade Teacher
Cathy McCachren	Third Grade Teacher
Norma Smith	Third Grade Teacher
Nina Hennigh	Third Grade Teacher
Banito Martinez	Fourth Grade Teacher
Janet Ortiz	Fourth Grade Teacher
Gloria Garcia	Fourth Grade Teacher
Lauri Madrid	Fourth Grade Teacher
Doris Stevenson	Fifth Grade Teacher
Ramon Gomez	Fifth Grade Teacher
Dorothy Trujillo	Fifth Grade Teacher
Glenda Dickey	Fifth Grade Teacher
Eloy Gallegos	Sixth Grade Teacher

ELEMENTARY SCHOOL FACULTY & STAFF (cont.)

Candido Maestas	Sixth Grade Teacher
Frances Melendez	Sixth Grade Teacher
Johnny Rivera	Sixth Grade Teacher
Angela Lopez	Title I Remedial Reading Teacher
Joan Didak	Title I Remedial Math Teacher
Angelina Castellano	Resource Room Teacher
Juanita Salazar	Special Education Teacher
Elwanda Blair	Music Teacher
Harold Fore	Art Teacher (In Residence)
Avelina Montoya	Bilingual Teacher
Johnny Roybal	Librarian
Olivia Trujillo	Teacher's Aide
Teresa Tapia	Teacher's Aide
Henrietta Tixier	Teacher's Aide
Carmen Herrera	Teacher's Aide
Sophie Trujillo	Library Aide
Irene Terrazas	Nurse
Frances Montano	Secretary
Christine Roybal	Secretary
Bille Marie Garcia	Clerk
Castellita Valdez	Custodian
Yolanda Ortiz	Custodian
Ben Archuleta	Custodian

ELEMENTARY SCHOOL FACULTY & STAFF (cont.)

Leonard Garcia	Custodian
J.C. Padilla	Counselor/Assistant Principal
Frank G. Trujillo	Principal

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SECTION I

BACKGROUND INFORMATION

I. BACKGROUND INFORMATION

The present Pojoaque School was started as a new school project in the late 1960s following the consolidation of several small rural and village schools into one centralized school, the present Pojoaque Elementary School. The school was programmatically and architecturally conceived as a series of pods, ultimately to number some four or more individual buildings. The Architects, McNown and Wood, planned the first pod, a building which still stands just as it was initially constructed in 1969. A small amount of remodeling will take place in this building as part of this current program.

The second pod was planned by Register and Burnett, Architects, and this building also stands today just as it was initially constructed. It is possible that some "remodeling" might take place in this building as a part of this project.

Subsequently, a portion of the site has been allocated for use by the nearby Pojoaque High School in the form of a running track; the tract was designed by Philippe Register & Associates.

The site contains approximately 33 acres (including the track area) and is leased on a long term lease from the Pojoaque Pueblo Indian Tribe entrusted with the land in this area.

The major portion of this current project is the construction of one or more new buildings.

It should be noted that the School District has no preconceived shape or location for new structures. The Architect is free to propose what he thinks will be best to compliment the two existing pods, as well as future school structures.

It is anticipated that the only site work that will be completed as part of this project consists of those land area(s) which must be disturbed for the construction of new building(s) and any connecting walkways from new to existing structures.

The Architect will be responsible for incorporating all built-in equipment in his plans and specifications. The Owner intends to purchase, directly, all of the movable furniture and equipment required to adequately furnish facilities being constructed at this time. The Architect may propose an alternate process.

The Owner has $420,000 available to pay for the construction work included in this project, and this includes the cost of all built-in equipment. It does not include the cost of movable equipment, planning fees (Architect, Engineers, Educational Consultant) and administrative expenses.

In total, the Owner has approximately $503,000 available for this project. The source of these funds is:

a)	From recently passed bond issue	$190,000
b)	From N. M. Public School Capital Outlay Program	250,000
c)	From Title I Special Education Grant	38,000
d)	From local 2 mill levy recently passed	25,000
	Total	$503,000

The Owner has budgeted the expenditure of this $503,000 about as follows:

Construction (including maintenance work in Pod #1 and built-in equipment in all remodeled and new facilities)	$420,000
Movable Equipment	50,000
Architectural/Engineering Fees	27,300
Educational Consultant Fees	2,940
Other	2,760
Total	$503,000

It should be noted that the Owner is attempting to secure additional capital outlay funds from the 1979 New Mexico Legislature.

SECTION II

THE POJOAQUE VALLEY SCHOOL DISTRICT

II. THE POJOAQUE VALLEY SCHOOL DISTRICT

The Pojoaque Valley School District has its central administrative facility in the town of Pojoaque. There are 694 students presently enrolled in the Pojoaque Elementary School, a K-6 school.

The middle school and high school are both located on a site which is about 1/4 of a mile to the northwest of the elementary school. The middle school and the high school share many facilities and services, including the kitchen which will be used to prepare the food which is to be served in the new food service facility to be constructed in this project.

The present educational program of the elementary school will continue to be the program of the school, during and after this construction project.

Students who attend the Pojoaque Elementary School come from a multi-cultural community. Indian families from four different Pueblos may elect to send their children to the Pojoaque Elementary School. Most of the elementary aged Spanish and Anglo children living in the Pojoaque School District do attend the Pojoaque Elementary School. The proposed facilities should reflect the cultural and environmental characteristics of the Pojoaque Valley.

SECTION III

EDUCATIONAL SPECIFICATIONS

III. EDUCATIONAL SPECIFICATIONS (Edspec)

This document, the Pojoaque Valley Elementary School Educational Specification, provides the project's Architects, Dean and Hunt of Albuquerque, New Mexico, and their associated engineering firms, with a detailed written statement of the educational program which is to be operated in the failicities being constructed in this project. The document also provides the Architects and the Engineers with additional project related information which should improve their becoming oriented and knowledgeable about the Client, the Pojoaque Valley Schools, and the scope and nature of the project.

This Edspec has been prepared by the Educational Consultant. During its preparation, the Educational Consultant discussed with the School Board, the Administration, the Elementary School Faculty and Staff and a few lay citizens the scope and nature of the orgoing program and the functions to be housed in the proposed facilities.

It became obvious during these discussions that the School District wanted to construct more facilities than the funds available would permit. So that the Architect and Engineers could devote their efforts to the facilities that would most likely be built with the funds available at this time, the Educational Consultant assisted the School District with the selection of its Architect while background material was being prepared for the Edspec. The Architect and Engineers then joined with the Educational Consultant in assessing the scope of facility maintenance and remodeling problems existing in Pod #1, by working together, the Consultants pooled and unified their recommendations to the School District regarding what work ought to be

done in the existing pods as a portion of this project, and estimated the probable cost of the recommended maintenance and remodeling work, enabling the Consultants and the School District to then know more precisely how much money would remain to be available for constructing new facilities.

During the whole process, it became very clear that the School District would need additional funds to meet its capital outlay needs and the Public School Capital Outlay Advisory Council was advised in November, 1978, by Superintendent Lopez that Pojoaque Valley Schools would need $600,000 from appropriations of the 1979 State of New Mexico Legislature.

From this assessment made by the team of Consultants, and from the Educational Consultant's other discussions with the School District personnel, evolved a set of recommendations for assigning priorities to the program facilities currently recognized as being needed at the Elementary School plant. These recommendations were discussed with the Administration and the School Board, and the Board then finalized what program and facilities shold be included in this project. This Edspec has been written to reflect these discussions of the Board, and thus, the Architect is being asked to design only those programs and facilities which it is believed could be funded by currently available funds. A summation of existing and needed facilities is illustrated in the following Table. The facilities expected to be provided in this project are listed in Col. #4 of this Table. The Owner may modify these expectations, however, these are the facilities which are covered by this Edspec.

Table 1

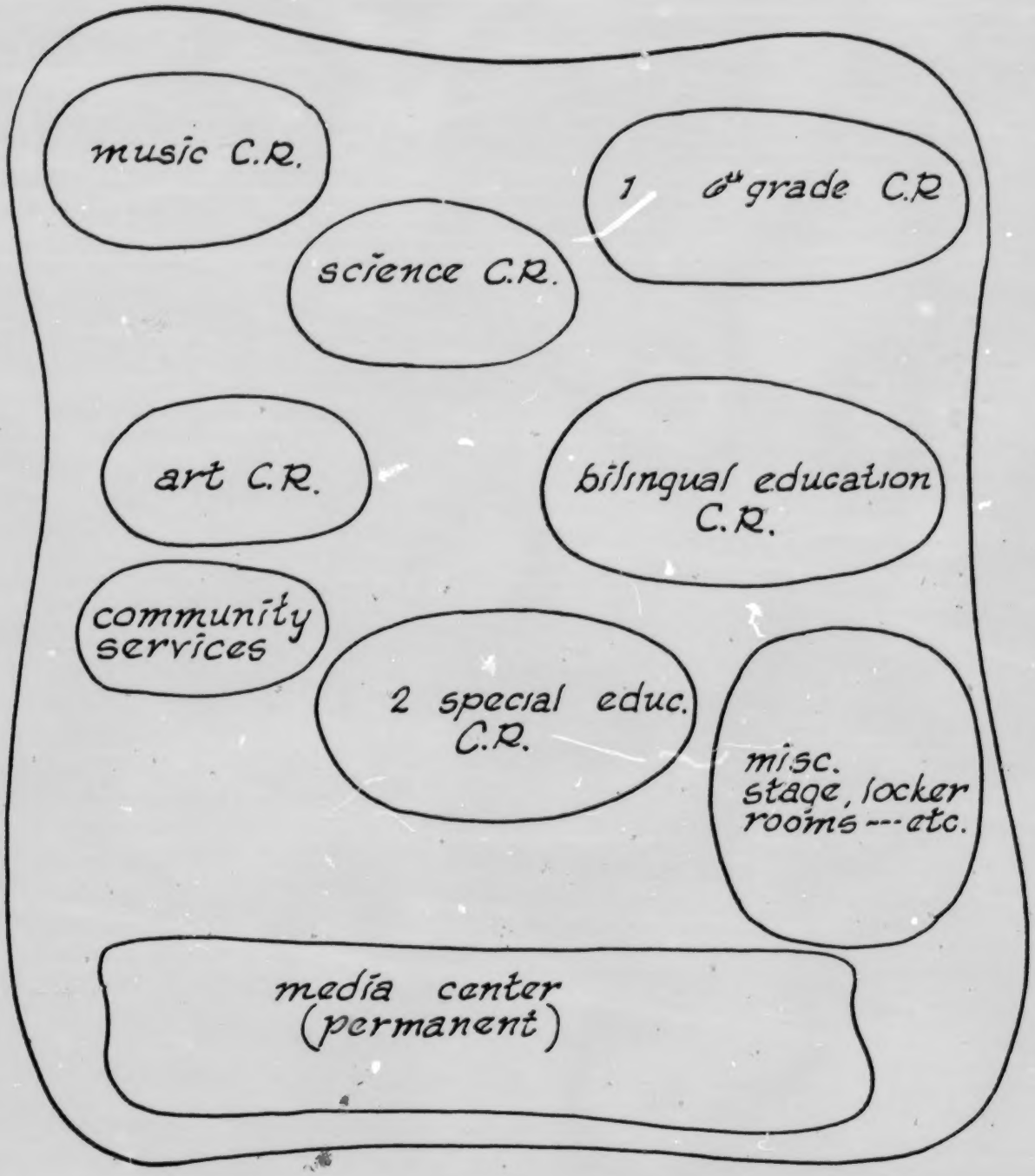
POJOAQUE ELEMENTARY SCHOOL

"PRIORITY ANALYSIS"

(RFT; 12/27/78)

(COL. #1) TYPE OF ROOM	(COL. #2) No. Now Housed in Temporary Facilities	(COL. #3) Permanent Facilities: No. Housed in Existing Facilities	(COL.#4) Permanent Facilities: No. Needed Now *	(COL. #5) Permanent Facilities: No. Needed in Near Future
A. Regular Classrooms:				
K-G	2		2	
Gr. 1		4		
Gr. 2		4		
Gr. 3		4		
Gr. 4		4		
Gr. 5		4		
Gr. 6	2	2	1	1
B. Special Classrooms				
Bi-lingual	1			1
Science				1
Special Education	2			2
Art	1			1
Music **	1			1
Remedial Reading		0.5	1 Mod	
Math, Remedial		0.5	1 Mod	
C. Other Areas				
Food Service/MPR	1		1	***
2nd Assistant Principal/ or Counselor				1
Teacher's Prep Area			1	
Nurse/Health Facility		1		1
Media Center	1		1 Semi-Temp.	1
Conference/ Audio Visual				2 Mods
Community Services				1-5
Locker Rooms				2
Stage **				1

* If all of these are constructed in 1979, three portable classrooms will be free.
** Conceivably, the music room and the stage could be a combination facility.
*** If the receiver kitchen being constructed in 1979 is to become a full size preparation kitchen in the future, it will need to be considerably larger.



Future Construction

Chart 1

PERIODIC REVIEW OF PLANS AND SPECIFICATIONS

The Owner expects the Architect to work closely with the Superintendent, his designated representative and the District's Educational Consultant. The Architect shall schedule periodic reviews of architectural and engineering drawings and specifications jointly with the Owner and the Educational Consultant. At the minimum, these reviews should be scheduled as follows:

1) During the first 2-4 weeks of the Architect's Commission and while the Edspecs are being written to assist the District and the Educational Consultant in finalizing the priority level of current facility needs.
2) After the Architects and Engineers have studied the Edspec and before schematics have progressed very far.
3) When the Architect is prepared to present alternate schematic ideas for positioning the new structure(s) for conceptually locating all programs and facilities specified in the Edspec.
4) When the final schematic is presented. (This review might coincide with #2 above).
5) When the preliminary drawings and specifications are ready to present.
6) When the final preliminary drawings and specifications are ready to present. (This review might occur

with #4 above).

7) When the final drawings and specifications are within 95-100% of being completed and in any event at least three weeks prior to the opening of bids.

SECTION IV

SCHOOL PLANNING RESOURCES

IV. SCHOOL PLANNING RESOURCES

BOEPAD has a library containing many books, brochures, slides, reports and other educational facility planning materials. The Architects and Engineers for this project are welcomed to utilize these materials. In addition, BOEPAD staff members can generally borrow planning materials from numerous other departments of the University of New Mexico and other State of New Mexico agencies. BOEPAD will be glad to assist the Architects and Engineers secure any needed materials.

During February 1979, the Association of School Administrators will be holding its annual meeting in New Orleans, Louisiana. There will be two major exhibits at this meeting, one on school architecture and the second on school furniture and equipment. Both the Pojoaque Valley Schools and the Educational Consultant expect to have representatives attend and the Architect is urged to do likewise. These two exhibits could generate many ideas which should be applicable to this Pojoaque Elementary School Project.

SECTION V

MASTER PLANNING-FACILITIES

V. MASTER PLANNING-FACILITIES

The Pojoaque Valley Elementary School has long been envisioned as a series of individual structures located within 200 or so feet of each other on the higher portion of the site. In general, it has been felt that the facilities should be single story in height and nearly round, or round in shape; new structures, however, could be any shape which evolved from functional design and which would be aesthetically pleasing in relationship to existing and future school structures and the immediate environs of the site.

Careful thought should be given to the selection of materials, finishes, colors, equipment, hardware, typical design details, etc. When it is reasonably economical, functionally wise, and aesthetically acceptable, consideration should be given to specifying items already in use on the site.

The mechanical and utility systems of each pod should be designed to be independently operated, but similar in design to reduce operating and maintenance problems. To the degree that it is functionally possible, this project should tie into existing utility systems.

It could be that new utilities may have to be brought into this site to meet the needs of facilities being built in this project. The Architect/Engineers should examine this potential problem within the first several weeks after receiving this Edspec and alert the Owner to the scope and nature of any problems which might exist.

It is Pojoaque's desire to have--at some time, years in the future--a total elementary school plant which looks like it was designed to be a harmonious, carefully planned plant. The Architects/Engineers for this project are asked to keep this in mind, and to incorporate this long range concept in the design of the facilities included in this current project. This is not intended to mean that everything has to be Spanish adobe or Pueblo in appearance, but rather that the inclusion of modern day materials, equipment, etc. should be selected to enhance the overall appearance of the school and its community.

MAJOR PROGRAMMATIC RELATIONSHIPS

The proposed kindergarten classrooms should be constructed in close proximity to the first and second graders located in Pod #2.

The proposed regular classroom should be located in or close to Pod #1 where the rest of the fifth and sixth grade classrooms (the permanent ones) are located - or in temporary facilities so that they can be later brought into Pod #1.

The proposed Title I classes for remedial math and remedial reading are a little more closely related to grades 1-2 located in Pod #1 than they are to grades 3-6 located in Pod #1.

The multipurpose-food service facility is quite equally related to all grades, K-6. In inclement weather, younger children would normally be given a first preference in using the MPR during non-dining hours. It should be possible for adults to reach the MPR by a rather direct route from the parking driveway area.

The media center should have about an equal relationship with lower (grades 1-3) and upper (grades 4-6) elementary grade level children.

However, the way the school currently functions indicates that there is a stronger relationship with the upper grades. Whether this is facility or programmatic related was indeterminable.

PLACEMENT OF BUILDINGS/ADDITIONS

Facilities to be provided in this project are of two kinds: 1) remodeled and 2) new. The physical location of remodeled facilities will be in Pod #1 and possibly Pod #2. The placement of the new structure(s) needs to be studied by the Architect and then agreed upon with the Owner and the Educational Consultant.

It appears that one to several new structures might be constructed in this project, namely:

1) One new structure to house a food service and multi-purpose facility (including a receiver kitchen) and instructional areas.

2) Two K-G rooms as an addition to Pod #2 - or the new K-G facilities could be located in the same building with the new food service and multi-purpose facility

3) Conceivably the Media Center could be located in a new structure (or the food service - multi-purpose room structure). For economy purposes, however, the preference at the moment for the location of the Media Center is Pod #1.

4) Likewise, the remedial math and remedial reading programs could be housed in the new structure containing the food service and multipurpose facility;

it is possible, however, that these two programs could more functionally and economically be housed in Pod #2 or even left in Rm. 106 of Pod #1.

The placement of these new facilities and the input of the Architect are needed before firm decisions can be made about how many new structures should be constructed, and about where they should be placed.

SECTION VI

THE POJOAQUE VALLEY ELEMENTARY SCHOOL

VI. THE POJOAQUE VALLEY ELEMENTARY SCHOOL

PROGRAM

The educational programs which will be housed in the facilities constructed in this project are arleady in operation in either temporary or otherwise unsuitable facilities at the present elementary school site. When facilities being constructed in this project are ready for occupancy the existing educational programs will be moved into the new facility making it possible to dispose of one or two of the existing portable buildings and more significantly making it possible to improve the functioning of the present educational programs.

PERSONNEL

The facility and staff of this school are listed on Pages iv-vi.

STUDENT ENROLLMENT

Grade		No. Students
Special Ed.	=	7
Kindergarten	=	93
1st	=	102
2nd	=	100
3rd	=	89
4th	=	111
5th	=	99
6th	=	93
Total		694 (Head Count)

SECTION VII

EQUIPMENT

VII. EQUIPMENT

Three different types of equipment will need to be provided in the facilities of this project; they include:

1) Basic facilities equipment.
2) Operations and maintenance equipment.
3) Instructional, administrative and support service equipment.

BASIC FACILITIES EQUIPMENT

The Architect/Engineers are responsible for planning and specifying all built-in building equipment, such as heating, ventilation, air conditioning, electrical, mechanical and plumbing systems. This includes all facility connected pumps, motors, filters and similar units. It includes all utility and mechanical systems. The Architect/Engineers shall designate each piece of equipment to be provided and installed by the Contractor and detail when and how each piece of equipment will be operationally tested.

The Architect is responsible for seeing that three identical and complete sets of operating, maintaining and testing instructions are delivered to the Superintendent of Schools at least 30 days prior to occupancy of any and every portion of this project.

In addition, and this shall be made a very specific part of the general contract specifications, the Contractor will be

responsible for providing a minimum of eight (8) hours of highly competent on site operational instruction to Pojoaque Valley School District personnel for each type of major equipment installed in the facilities included in this project.

OPERATIONS AND MAINTENANCE EQUIPMENT

The School District will specify and purchase all of the movable operations and maintenance equipment which is to be purchased for this project.

INSTRUCTIONAL, ADMINISTRATIVE, AND SUPPORT SERVICE EQUIPMENT

This category includes all of the remaining equipment which needs to be provided for this project. This equipment will include:

1) Built-in equipment
2) Movable equipment

Built-in equipment includes that equipment (and furniture) which will be attached to walls, floors, utility lines, etc., in a rather permanent fashion, e.g. cabinets, sinks electrically operated or water serviced kitchen equipment with utility connections. The Architects/Engineers are to incorporate all of this built-in equipment in their general contract documents.

Movable equipment is that equipment and furniture which should be specified and purchase--received--inspected by the

Pojoaque Valley School District. It is equipment and furniture which can be easily moved from one facility in the school to another. Examples of movable equipment include chairs, tables, microscopes, typewriters, movie projectors, pots and pans, etc. The Pojoaque Valley School District will specify and purchase this movable equipment. The Educational Consultant will help the District identify the items to be considered for purchase; the Architect may help also.

Some of the equipment which has already been identified as being desirable is included in the Appendix; other lists are being developed by the School District and the Educational Consultant.

SECTION VIII

THE MEDIA CENTER

VIII. THE MEDIA CENTER

A good media center is needed in every elementary school, since an elementary school media center is the service center for the school's instructional program. It can be the hub of learning and heart of the school.

A major goal of any elementary school program is to teach children to read, and it is the shool's media center that often teaches children how to enjoy reading, what to read and how to locate the books to read. For a school's media center to be a media center, and not just a warehouse for storing books and other materials, it must be used. The best used media centers are those which are planned around a good media program

Historically, media center programs are an outgrowth of school library programs. As media production and learning technology rapidly multiplied in the U.S. in recent decades, school systems began to enlarge their concept of "school library" in "school media center". The library retains the position of being the most important part of a media center, but there are other components which are increasingly becoming significant contributors to the school's instructional program.

CURRENT LIBRARY PROGRAM

The current program is both internally focused and classroom focused. In the internal programs students (and teachers) are encouraged to come into the library (Rm. 120 in Pod #1) and to select books, check out audio-visuals, secure materials production advice, etc. The external, or classroom, focused portion of the

program is oriented to getting media into the instructional areas for both short and long term uses.

During recent years the ongoing program has been gradually moving from the old school library framework to the more modern school media center concept. This movement has been aided by the acquisition of much media supplies and equipment through federally funded programs; and at the same time the program has been increasingly impeded because of an increasingly severe shortage of facilities.

The librarian and his aide are finding it more and more difficult to function as they are expected to. They can't begin to provide the needed services. The School District has therefore decided to greatly improve the situation as a component of this project.

CURRENT LIBRARY FACILITIES

The Pojoaque Valley Elementary School Library collection and functions is currently housed in Room 120 of Pod #1. The entire library, including shelving, storage, work area, librarian's office, reference section, periodicals, card catalog, vertical files and charge area are located in a 490 square feet room. Books are packed tightly into 84-inch shelving with many books placed well above the reach of most elementary school sized children. At best, only about 8 to 10 children at a time can be browsing or reading material in the library. There is room for only one or two students to be seated.

The school has a book collection of about 10,000 volumes. This exceeds both American Library Association and North Central Accreditation Association quantitative standards. (No analysis was made as to the quality of the collection.) Only 7,000 of these are kept in the present library because of the lack of space. The other 3,000 are continuously rotated through classrooms. Filmstrips, cassettes and a vertical file are located in the library, as is a periodical rack, newspaper rack and a record collection. Access to all of these is limited due to space restraints, as is students' access to reference materials and working space.

The Pojoaque administration has demonstrated its commitment to a quality library program by employing both a full-time librarian/AV specialist and a full-time library aide. Further, it supports the program financially by budgeting funds for new materials. During this school year, the Board appropriated about $5,000 (or about $7.00 per student) for new materials. This exceeds North Central's minimum materials funding standards.

LOCATION OF NEW MEDIA CENTER

The need for a new library/media center for the Pojoaque Valley Elementary School is obvious. This view is held by the Board, the administration, the elementary librarian, the elementary school and BOEPAD.

The ideal resolution to this program and facilities problem would be to construct a new school media center as a part of this project. And, if the Architect finds it financially possible while also building the other new facilities required by the project,

he should so design it.

A less than perfect solution to meeting media center needs for the Pojoaque Elementary School would be to considerably enlarge the present facility by expending from the present room into the MPR currently located in Pod #1 and being vacated when the new MPR has been constructed as a part of this project. Unless the Architect is able to design and construct a new facility, BOEPAD recommends this transitional use of the Pod #1 MPR.

The reasons for BOEPAD making this recommendation are several in number:

1) The available area is located adjacent to the available MPR space; a doorway connects the two areas.
2) The two available spaces can be utilized without altering the use of any other school program.
3) The two spaces are adequately, interestingly and functionally sized and shaped.
4) The two areas can be functionally modified with only a few minor modifications.
5) The heaviest usage of the media center will be by children in grades 3-6; almost all of these students are already permanently housed in Pod #1.
6) The two areas contain as much space as a newly constructed media center would contain:

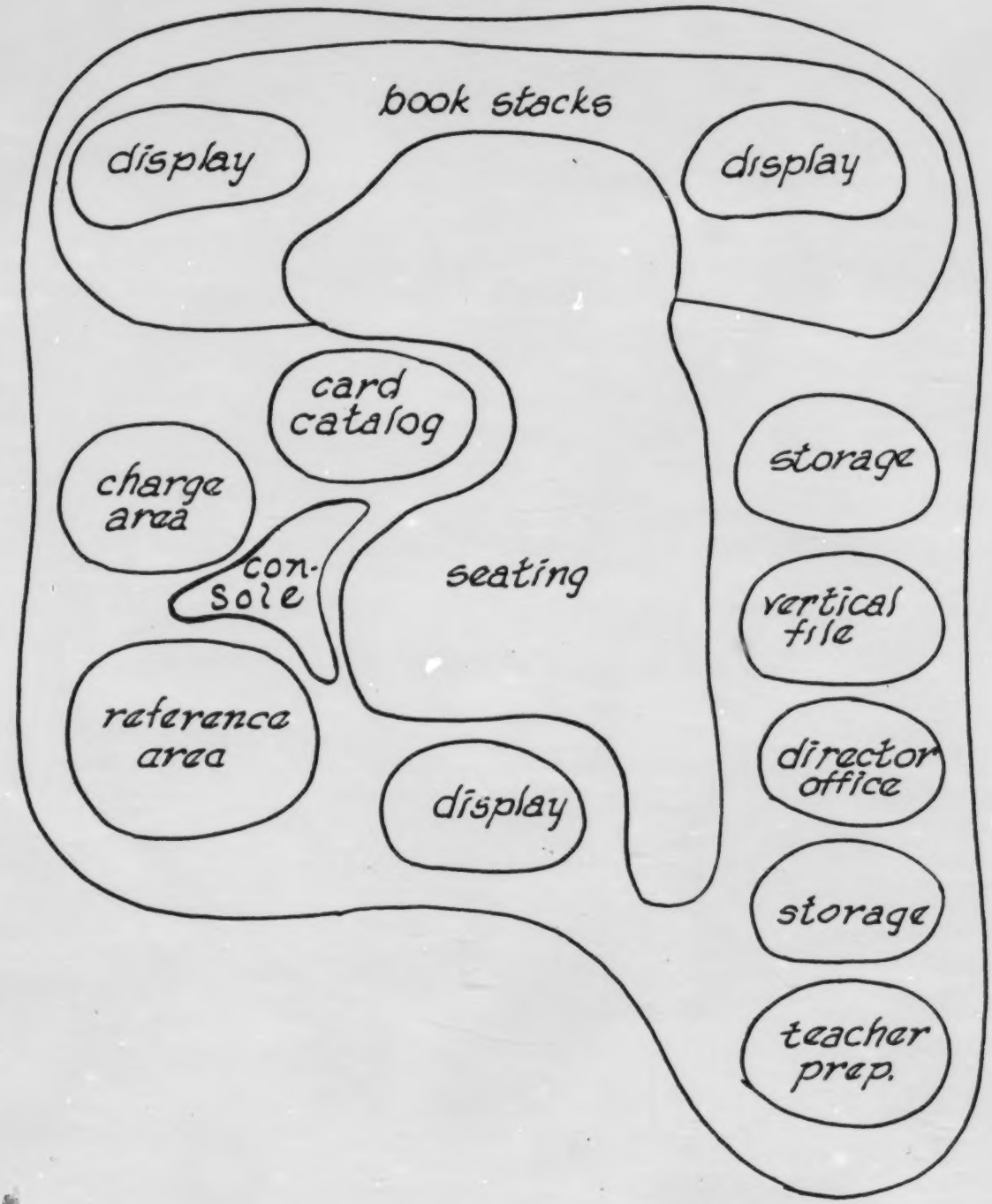
Room 120	490 sq. ft.
Pod #1 MPR	2,630 sq. ft.
Total	3,120 sq. ft.

Later, when adequate funds are available, a new media center could be constructed, all of the equipment being purchased as part of this project (plus that already owned) could then be moved into the new facility and one or more of the instructional areas that will be needed after this project has been completed can be constructed in the Pod #1 MPR, for example the science, special education or bilingual facilities.

COMPONENT AREAS

The component areas of the media center are as follows:

1. In open space area:
   a) Book stacks (fiction and non-fiction) areas.
   b) Reference section (including newspapers and periodicals with book stacks and seating).
   c) Student seating, tables and chairs area.
   d) Student seating, more lounge like area.
   e) Card catalog area ; Console for wireless audio system.
   f) Charge area.
   g) Vertical file area.
   h) Display areas.
2. In more closed space areas:
   a) Storage (general and audio-visual)
   b) Office/workroom.
   c) Instructional materials preparation area (for staff and faculty)



Media Center

Chart 2

WARDROBES

At present, student wardrobe units are located on one wall at the Pod #1 MPR area. Most of these could be moved into the two nearby outside door passageways; this would make the MPR a better place for the proposed media center.

STUDENT SEATING

The media center should provide a total seating area to accommodate two average size classes. This allows for an entire class to use the media center while students and other classes (and faculty members) can use it on an individual or small group basis. It is suggested that seating for 50 students be provided with a distribution as follows:

Table seating	12
Soft seating	30
Primary reading table	8
Total	50

ESTIMATED SHELVING REQUIREMENTS

The table which follows contains estimates of shelving requirements for the proposed media center.

Table 3

SHELVING FOR BOOK NEEDS TO BE PROVIDED ON THE FOLLOWING BASIS:

BOOK TYPE	NO. OF BOOKS	BOOKS/FOOT OF SHELVING	SIZE CONSIDERATION FOR SHELVING	SHELVING FOOTAGE REQUIREMENTS
Primary (K-3)	2,000	15	Height - 42", Adjustable shelves 12" deep	133 feet
Intermediate (4-6)	9,500	12	Height - 66", Adjustable shelves 10"deep	792 feet
Reference	1,000	8	Height - 66", Adjustable shelves 12" deep	125 feet

ESTIMATED SPACE REQUIREMENTS

Estimated space requirements for the various areas, are as follows:

Space	Square Feet	
a) Book stacks	600	
b) Reference	300	
c) Table seating 20 @ 20 sq. ft.	400	
d) Soft seating 30 @ 20 sq. ft.	600	= 2,200 sq. ft.*
e) Card Catalog	50	
f) Charge area	100	
g) Vertical file	100	
h) Display	50	
i) Storage	100	
j) Office	150	
k) Teachers preparation	240	
l) Small group AV-conference room	125	= 490 sq. ft.
m) Library classroom	750	

*Students and teachers will be moving through this area as they enter and leave the classrooms which will open into the media center and hence extra walking space should be allocated.

PHYSICAL ENVIRONMENT

The physical environment of the media center should be colorful and stimulating. Light sources may be both natural and artificial. Due to the nature of the activities taking place in the media center, there should be considerable contrast to the seeing task and minimal contrast at the light sources with glare and reflection minimized. Additionally, lighting levels should be relatively constant throughout the media center to allow for easy rearrangement of areas and furniture. Display areas should have accent lighting.

Libraries have traditionally been "quiet" places. This is becoming less and less the case. The modern day elementary school media center is evolving into a very active place. Students come to the media center to study and check out books. They also use it for a variety of other activities, such as library use instruction, small group activities, audio-visual previewing, etc. Teachers and other staff members also make use of a good media center, and in some instances, general use by the community is appropriate. Because of the variety of uses made of an elementary school media center, adequate accoustical treatment is required to permit both noisy and quiet activities to be carried on simultaneously.

The book stacks themselves will aid in the accoustical treatment of the center. Carpeting is a must. Consideration must also be given to the noise impact of HVAC equipment and the movement

of furniture in the center's acoustics.

ARRANGEMENT OF THE MEDIA CENTER

Main Reading Room

To allow for flexibility of spaces in the media center, there should be no permanent, load bearing walls in the open space room. Any partitioning of the main reading room should be accomplished by using moveable partitions. All book shelving should be moveable, as should the center's furniture. These same general principles should also be applied to other areas of the media center.

In general,layout of the main reading room should be open and uncongested. This both helps create a pleasant, comfortable atmosphere and helps the staff to supervise students by offering visual access. The main reading room should offer some variety of atmosphere, and appeal to diversity of visual and aesthetic preferences. Spaces ranging from large to small, and open to enclosed, should be provided.

Librarian's Office/Workroom and Storage

The office, storage and materials preparation area, should be located adjacent to the open space room. A single room is sufficient for all three areas. Deliveries need to be made to this room from the main corridor.

Shelving in use now in the current Pojoaque Valley Elementary School Library could be used in this area for storage. A glass viewing window between this area and the open room will allow the librarian to see into the reading room for supervision purposes. A sink should be located in the materials preparation area. The

area of the room closest to the open space area would house a librarian's desk, book processing materials, and storage for books, supplies and AV equipment.

Audio-visual (sometimes referred to as non-print) materials are increasingly becoming a vital tool in public school elementary education. There is a growing belief that AV materials enable a wider range of students to learn more and better appeal to a wide range of students' senses. There is every indication that the use of AV materials and equipment is permanent, and that their use will continue to increase.

Since the AV preparation room will be somewhat noisy, consideration must be given to its acoustical treatment. The kinds of equipment that this area will house will be determined by the kinds of materials that the staff will be producing. The most common equipment for an AV preparation room would include:

1) Dry mount press
2) Laminator
3) Transparency maker (thermal or xerographic)
4) Drafting table
5) Primary typewriter
6) Copy stand and lights
7) Wash tables or counters and chairs (2)
8) Sink

Equipment and Furniture for the Media Center

A complete listing of recommended equipment and furniture for the media center is being prepared. After the School

District has confirmed what it has in stock, decisions can be made about what items should be included in the General Contract.

SECURITY IN THE MEDIA CENTER

There is some concern that maybe there should be a corridor-like space provided between the five adjacent classrooms and the new media center facility. As the Architect begins to design this area, the Administration of the School District should be consulted by the Architect about the need for a corridor or other type of walkway.

SECTION IX

KINDERGARTEN FACILITY

IX. KINDERGARTEN FACILITY

CURRENT SITUATION

Currently there are two kindergarten classrooms. They are located in portable buildings. (Rooms No. P-7 and P-8). These portable classrooms are very inadequate and, therefore, new classrooms are to be constructed as part of this project. Each of the new classrooms will house a morning kindergarten class and a different afternoon kindergarten class. The enrollment in these classrooms are now 23, 24, 24 and 24 students; new facilities should be planned on the basis of maximum enrollment of 25 per class.

THE NEW KINDERGARTEN FACILITY

The new kindergarten (K-G) facility should be located close or attached to Pod No. 2 since Pod No. 2 contains all eight of the first and second grade classes. The K-G facility should be physically located in a manner tnat would make it very convenient to move materials, students and adult personnel back and forth between Pod No. 2 and the new K-G facility. The equipment would include such things as audio-visual and media carts, projectors and other items which might be carried or pushed on a cart with wheels. If the facilities are constructed at different elevations, a ramp connection should permit movement without having to utilize stairs or steps.

Conceivably the new K-G facility could be part of another structure also being built at this time, e.g. the multi-purpose facility or a classroom facility.

DAILY SCHEDULE

Although daily schedules will change with time, teachers, principals, etc., a typical daily schedule for this K-G could be represented by the following schedule:

	MORNING GROUP A	MORNING GROUP B
9:00 a.m.	Opening Activity	Opening Activity
9:15 a.m.	Joint Music Activity	
9:45 a.m.	Outdoor Play	Indoor Learning Activities
10:00 a.m.	Indoor Learning Activities	Outdoor Play
10:45 a.m.	Clean-up	Clean-up
11:00 a.m.	Lunch	Lunch
12:00	Go Home By Bus	Go Home By Bus

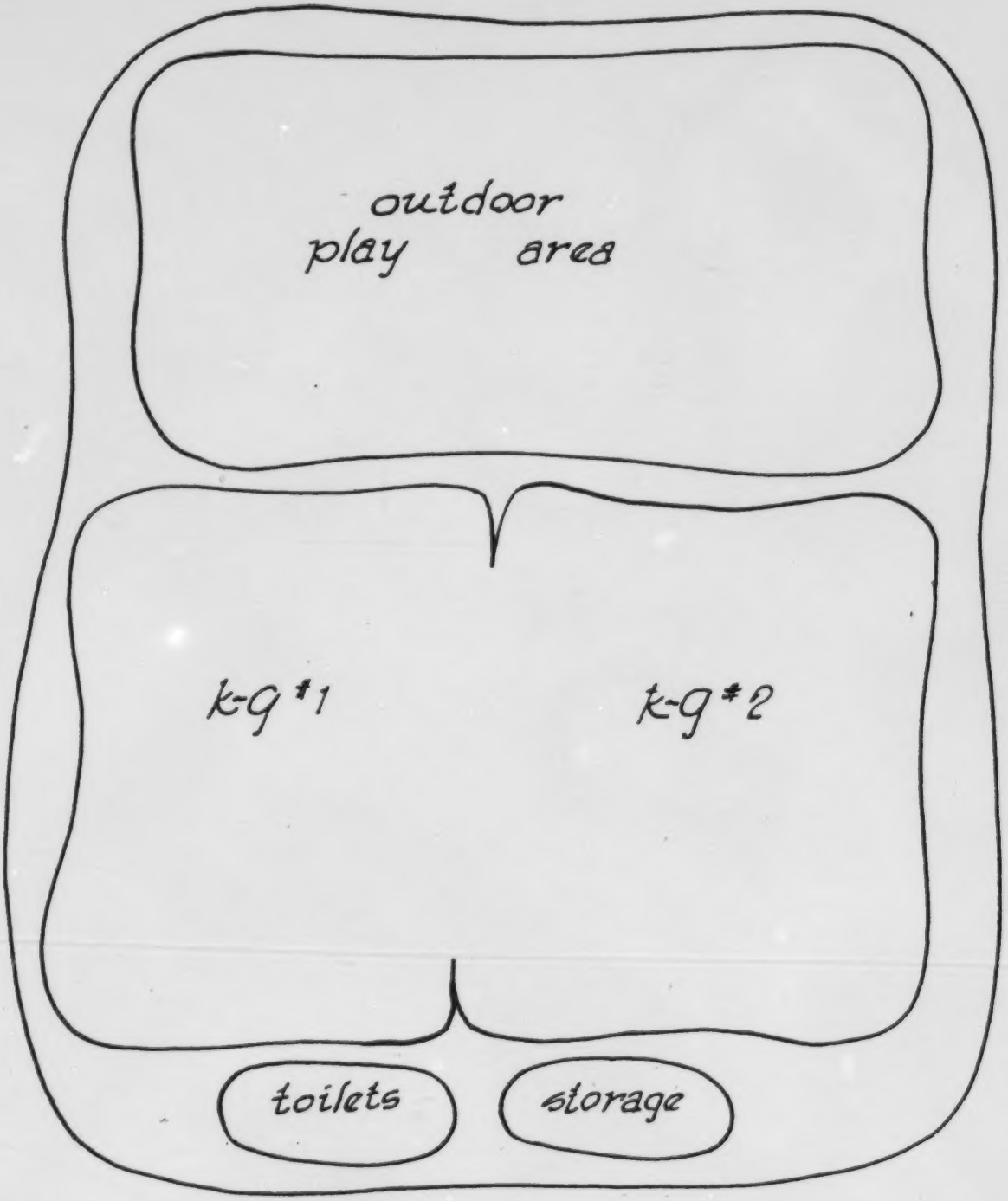
Afternoon K-G groups would go through a similar set of functions, starting the school day with lunch.

SPACE COMPONENTS IN THE NEW K-G FACILITY

The K-G facility should include the following physical areas:

a) Two K-G classroom areas -- each to be relatively identical to the other -- and being physically next to each other with any dividing wall or partition.

b.) A supply and equipment storage room to be shared by the two classrooms.



Kindergarten

Chart 3

c) A set of two bathrooms for the kindergarten children, one for boys and one for girls.

d) Outdoor play and learning area.

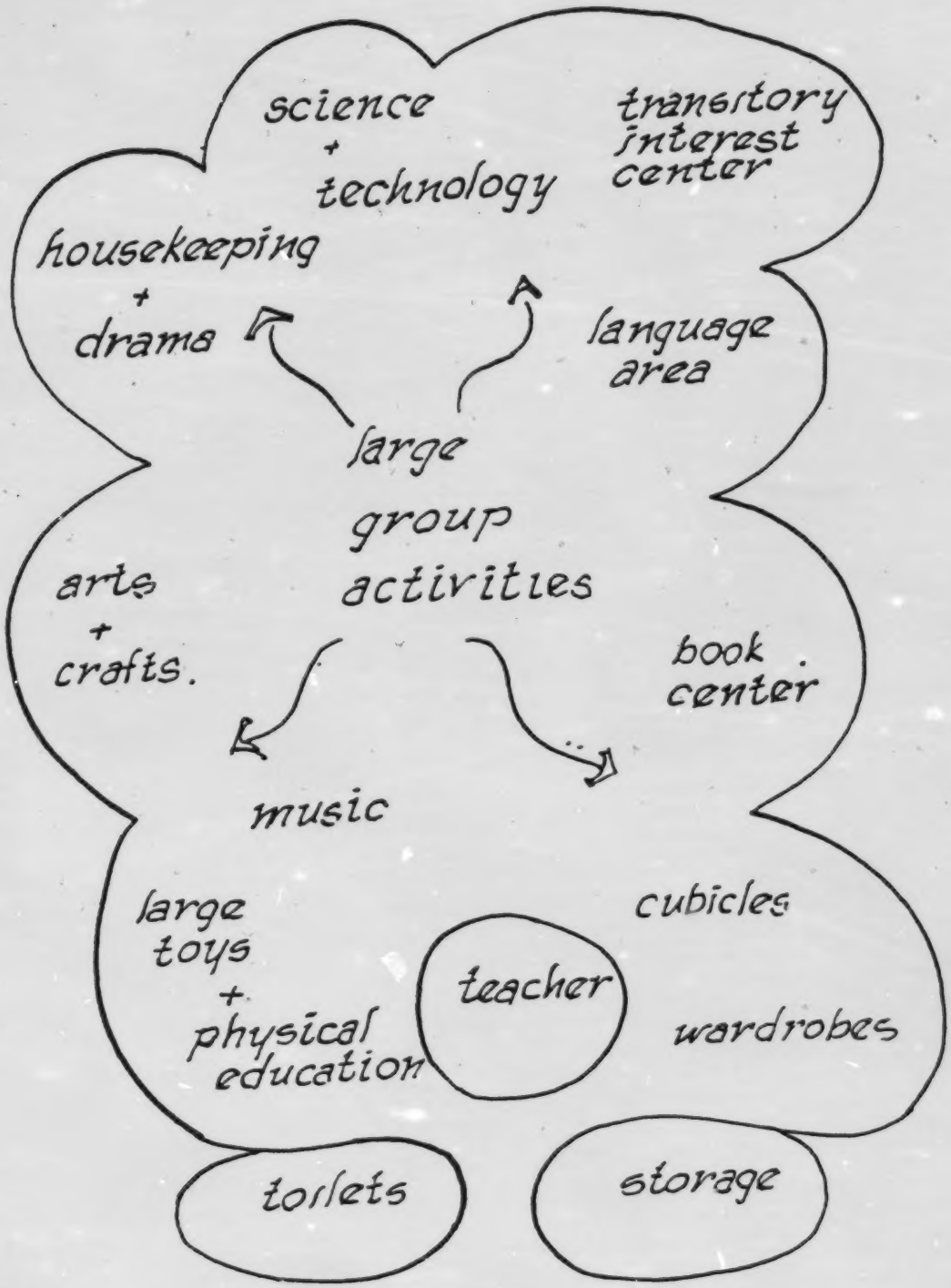
3) An adult toilet to be used by both sexes -- unless the MPR or other adult toilets are located nearby, i.e. within 30-40 feet.

KINDERGARTEN CLASSROOMS

The two kindergarten facilities should be located immediately adjacent to each other with the two classroom areas formed into one combined area. It should be possible for the two K-G classes being conducted in the morning or the other two being conducted in the afternoon to jointly watch a movie, a demonstration, a play or other kind of instruction participation and on the other hand, it should be possible for each classroom to function entirely independent of the other (with the exception that the two classrooms will share toilet and enclosed storage).

Each of the two classrooms will contain the following small group activity areas:

	Approximate Sq. Ft.
a) Transitory interest center	60
b) Arts and crafts area	100
c) A science and technology area	100
d) A book center	150
e) A student cubicle area	200
f) A housekeeping and drama area	150
g) Large toys, physical education, and music area	300



A Kindergarten

Chart 4

	Approximate Sq. Ft.
h) A language area	60
i) A teachers' area	50
Total:	1170

These component areas should be arranged such that much of the floor area forms a commons-like area in the center of the space, an area for large groups--full class- activities.

Transitory Interest Center

This area of the K-G classrooms should contain approximately 60 square feet of floor space with approximately 20 lineal feet of shelving on which materials will be stored and displayed. Approximately one-half of the shelving should be left open and one-half should be lockable. The open shelving should be at the eye level of students when they are sitting and standing. These areas should also contain a table with an area of approximately 25 square feet and six K-G size stacking chairs or other furniture with a similar function. A display board with approximately 25 square feet of surface area should also be in this location. Objects which appeal to a child's senses will be displayed here, e.g. animals in cages, rock collections, growing plants, with relevant pictures and books.

Arts and Crafts Area

This area should be about 150 square feet in area and should contain some closed and lockable storage facilities for paints, crayons, putty and other art supplies. This storage unit should contain shelving

in the lower half for the storage of construction paper and shelves in the upper half to hold bottles, boxes, etc., the unit is visualized as being four feet wide and 2½ feet deep and five to six feet tall. This unit should be built-in.

A similar sized storage unit for the purpose of storing easels, aprons and other student used art and craft materials.

This area will be a "wet" area and, therefore, should contain a sink useable by both children and adults and a floor surface which would not be damaged by paint, clay and other such materials.

Science and Technology Area

The science and technology area in each of the K-G rooms should contain a storage area where materials can be stored and displayed. The area should be approximately 100 square feet. The area should contain approximately 20 lineal feet of storage space, half open and half behind lockable doors. The open storage space should be constructed at student eye level(when sitting and standing). Located in this area will be such things as a small terrarium, a small aquarium (both mobile units) and other science and technology demonstration/observation materials which will be purchased by the school in kit form. A display surface with about 20 square feet of area should be located here. Display areas need not be cork or other type of composition board. Display areas could be of construction materials, the back or side of movable display carts, etc.

Book Center

This area should contain about 150 square feet of floor space and it should contain open storage and display provisions for books and book-like materials of different sizes, shapes and materials. Storage and display facilities would consist of units similar to those constructed for the science area. A sink would not be needed. A small lounge-like reading area would be the focus point of this center.

Student Cubicle Area

This area should contain a storage unit containing plastic trays in which students keep their personal belongings such as pens, pencils, tablets, booklets, crayons, etc. There should be 60 trays in this area. Trays should be located with easy access by the students. This area will contain student wardrobe space, including space for coats, sweaters, hats, footwear, etc. for 27 students (and a lockable wardrobe unit suitable for use by a teacher and ultimately two aides).

Housekeeping and Drama Areas

Housekeeping and drama areas should contain about 200 square feet. It is where K-G stove, refrigerator, kitchen utensils, kitchen appliances, food supplies, etc. will be stored and used. The area should contain two small tables, each with four stacking chairs at which food will be prepared, served, displayed, etc.

Storage facilities should include approximately 60 lineal feet of 15 inch shelving behind lockable doors. This storage unit would contain

a counter top for use partly by teachers and partly by students.

Large Toys, Physical Education and Music Area

This area should contain approximately 300 square feet with about 60 lineal feet of 15 feet deep open shelving, half at student, and half at teacher height. The area should contain a storage unit of about 40-50 cubic feet for storing musical supplies and equipment. The area should contain about 25 square feet of display area. The area should contain a space to stack and store 27 rest mats, at times this area will be sued as the quiet area where students rest, take naps, etc. The piano will be placed in or close to this area.

Teachers' Area

This area need not be separated from any of the other areas but would be most functionally located near the cubicle arrangement, the storage area and the toilet area. The facility should consist of a teacher wardrobe storage unit, a teacher's desk and chair, a file cabinet, and two or three visitor chairs of an adult size.

Enclosed Storage Area

This space is to be used jointly by the two K-G staffs. It is an area where teachers will and aides may store materials not routinely utilized in classrooms such as holiday decorations, diagnostic equipment, testing materials, occasionally used reference materials, out of season

play equipment, etc. This should be a lockable room separated but convenient to the staffs of the two K-G rooms. It should contain about 200 square feet of floor space and adjustable shelving 15 inches deep, floor to ceiling on one wall and fixed shelving 24 inches deep, approximately 15 inches on center floor to ceiling on two walls. Major pieces of audio-visual equipment will be stored in this room. The room need not be treated in any special way. Floors can be concrete, simple storage room lighting, etc. are very acceptable. The room should not have any outside windows.

Language Area

This area should contain about 65 square feet of floor space. The area will be used for teaching English, Spanish and perhaps some Indian. In the area will be placed a table for four to six children, a bookcase with about 10 lineal feet of 15 inch deep shelving, a small chalk board, and a small area for displaying such things as travel posters.

TOILET ROOMS

The K-G facility should include two toilet rooms for the children and one for the adults. The children's toilet rooms should consist of the appropriate number of rooms, toilet fixtures, sinks, mirrors, wall basins, etc. Toilet fixtures should be properly sized and mounted.

OUTDOOR PLAY AND LEARNING AREA

Ordinarily, one class (22-27 children) will utilize the outdoor play and learning area at any one time. Sometimes, however, the teachers of the two classrooms may elect to jointly use the area.

The area should be approximately equal to four times the size of a classroom but fenced to separate the K-G children from other children and to help retain them within the area. The play and learning area is not to be developed as part of this construction but instead will be later developed by the school staff. When developed, the area will contain an area for playing in sand, for playing in dirt, for playing on a hard surface area, and for water play. It will also contain an area for climbing and related toys, e.g. natural science and art.

GENERAL

The two K-G classroom areas should be designed to facilitate the two ongoing classes to function as two separate classes and as one double size group. Sound control is important. Lighting can be quite varied. Floor and ceiling levels can be varied (physically handicapped children need full access to the facilities). Built in, or especially built and low cost furniture can be used to substitute for man produced furniture. Super graphics can be on the walls in the carpeting, etc. The overall atmosphere should be playful, light, gay and cheerful.

Floors should be carpeted in most areas, but not in arts and crafts or food serving area.

Walls should serve extensively as display areas.

Doors should be easy and safe for small youngsters to open and close.

Child scale shall prevail.

SECTION X

TITLE I FACILITIES

REMEDIAL MATH AND

REMEDIAL READING

SECTION X - TITLE I FACILITIES

OVERVIEW

Federal funds referred to as "Title I Funds" are available in the amount of about $38,000 to help finance this Pojoaque Elementary School construction project. The funds must be expended on facilities which will house Title I programs. There are two Title I programs in operation at the Elementary School currently and these programs will continue to be operated after the construction being proposed for 1979 has been completed and occupied. These two programs are called, 1) Remedial Math and 2) Remedial Reading; both programs are unsuitably quartered in Room 106 of Pod #1. This Educational Specification specifies that two Title I facilities are to be constructed as components of this project, namely Remedial Math and Remedial Reading.

It is pointed but to the Architect that in addition to the Title I program which are in operation at the present time at the Poajoaque Valley Elementary School, there are two Special Education programs in operation in one of the elementary school portable buildings. It is important to note that there is a definite distinction between the Title I programs and the Special Education programs. It is also important to note that this project does not include any facilities for Special Education purposes.

REMEDIAL MATH

The remedial math program consists of a teacher and small groups of children (2-6 in number); who work in a highly individualized process to improve math skills and understanding. The teacher and an aide work with a different group of children every one-half hour throughout the day. (The children leave their regular classrooms and come to this class on a daily basis until they are properly performing at grade level). During the one-half hour the children are in the remedial math room they typically meet as a group with the teacher and the aide for a few minutes each day, but they spend most of each 30 minute period working alone, or with one other student, or teacher, or the aide.

The learning activities engaged in by the students vary greatly. The remedial program is designed to utilize every possible media and device to attract and hold student attention. Writing devices (tablets, chalkboards, workbooks, etc.), listening devices (tapes, headsets, verbal instructions, reading devices (books, maps, answer sheet, etc.), manipulative devices (blocks, games, tools, etc.) are all utilized. New instructional approaches are frequently being tried. New instruction materials are frequently purchased.

The remedial math program of the Pojoaque Elementary School

now operates in one-half of a classroom and conditions are tight. Some of the characteristics which need to be provided in the new remedial math room are:

... About 425 sq. ft. of floor space

... A chalkboard with about 48 sq. ft. of surface area

... One-two bulletin boards with a total of 48 sq. ft. of surface area.

... 8-12 electric outlets (110 v) conveniently located and placed on at least 2 different 20 amp circuits

... Space for a small A-V screen for closeup projectioning

... Space for a four drawer, legal size file cabinet

... Space for six students to sit individually in chairs and work individually or with one other person at tables varying in size of 2'x3' to 2.5'x5'

... Space for 2 sets of different size stacking chairs

... Teachers area with desk, chair, clothing and personal storage

... Enclosed storage space for about 300 cu. ft. of supplies, materials, and equipment. (Varied shelving, including some adjustable is desired)

... A small group instruction area for six children and two adults.

It is important to remember that the children who enroll in this remedial math program are students in grades 2 through 6, and therefore, they vary considerably in size. This means that more furniture must be retained than is likely to be in use at any one

time It also means that children quite frequently sit on the floor.

Since the children come from five different grades (20 or more different classrooms) it is important that the remedial math facility be fairly centralized in the school.

It probably would be helpful to create a non-classroom like environment, since being in classrooms may have contributed to the need for students to enroll in remedial math. An atmosphere of game learning laboratory or other stimulating recreational or browsing nature would probably be halpful to the instructional process in remedial math.

REMEDIAL READING

This program functions in a pattern somewhat similar to - but different from - the remedial math program. Staff consists of one teacher and an aide. Each one-half hour a new group of students comes from classrooms hopefully to learn how to read at the proper grade level. Class size varies from 4 to 10 students. Children from grades 1-6 attend remedial classes, on a grade by grade basis.

Students are taught both in groups of 2-12 and in highly individualized settings. A wide variety of teaching materials, equipment, techniques are utilized (just as in remedial math).

The present program will continue to be operated in the newly constructed facility.

The present program is temporarily housed in about 350 sq. ft. of space located within Rm. #106 of Pod #1 and it is a tight situation. Some of the characteristics which needed to be provided in the remedial reading facility include:

... About 500 sq. ft. of floor space

... Small group seating area for 12 w/ stacking chairs of about 3 different sizes.

... Enclosed storage of about 300 cu. ft. with a varied shelving arrangement, include adjustable.

... Two chalkboards each with about 32 sq. ft. of surface

... Two display boards each with about 24 sq. ft. of surface

... 12-16 electric outlets (110 v.) conviently placed and located on at least 5 different 20 amp. circuits.

... Space for a four drawer file, legal size cabinet

... Teacher's area with desk, chair and storage for clothing and personal belongings

... Space for several individual study carrels

... Space for a small screen for close up projectioning

Children who enroll in these classes vary daily from 1st graders to 6th graders and hence thier sizes vary greatly. This means that more furniture must be conviently available than would be normal. Frequently, the children sit and read on the floor.

Since the children who enroll in remedial reading come out of almost every classroom in the Pojoaque Elementary School, it would be helpful if the new remedial reading facility could be located centrally.

It would be halpful if this facility has a stimulating, instructive atmosphere, but was unlike a typical classroom.

SECTION XI
REGULAR CLASSROOM FACILITIES

XI. REGULAR CLASSROOM FACILITIES

If construction funds permit, it would be desirable to gain one permanent regular classroom out of this project in Pod #1. If Room #106 in Pod #1 is left empty by the movement of remedial reading and remedial math to new facilities, this room would serve the purpose. The only modification which needs to be accomplished in Room #106 is moving the wireless audio system console out of Room #106 and into the media center. Any other work needed in the room, e.g. painting and cleaning, will be performed by the District's staff.

SECTION XII

MULTIPURPOSE FACILITY

SECTION XII - MULTIPURPOSE FACILITY

CURRENT SITUATION

Currently a multipurpose area is located in Pod #1. The facility was originally designed for usage as a "temporary" multi-purpose room, knowing that the facility would ultimately be replaced with a more adequate multipurpose facility.

The School Board has decided that the time has finally arrived for Pojoaque Valley to have a more adequate multipurpose facility; its design and construction is a major component of this project.

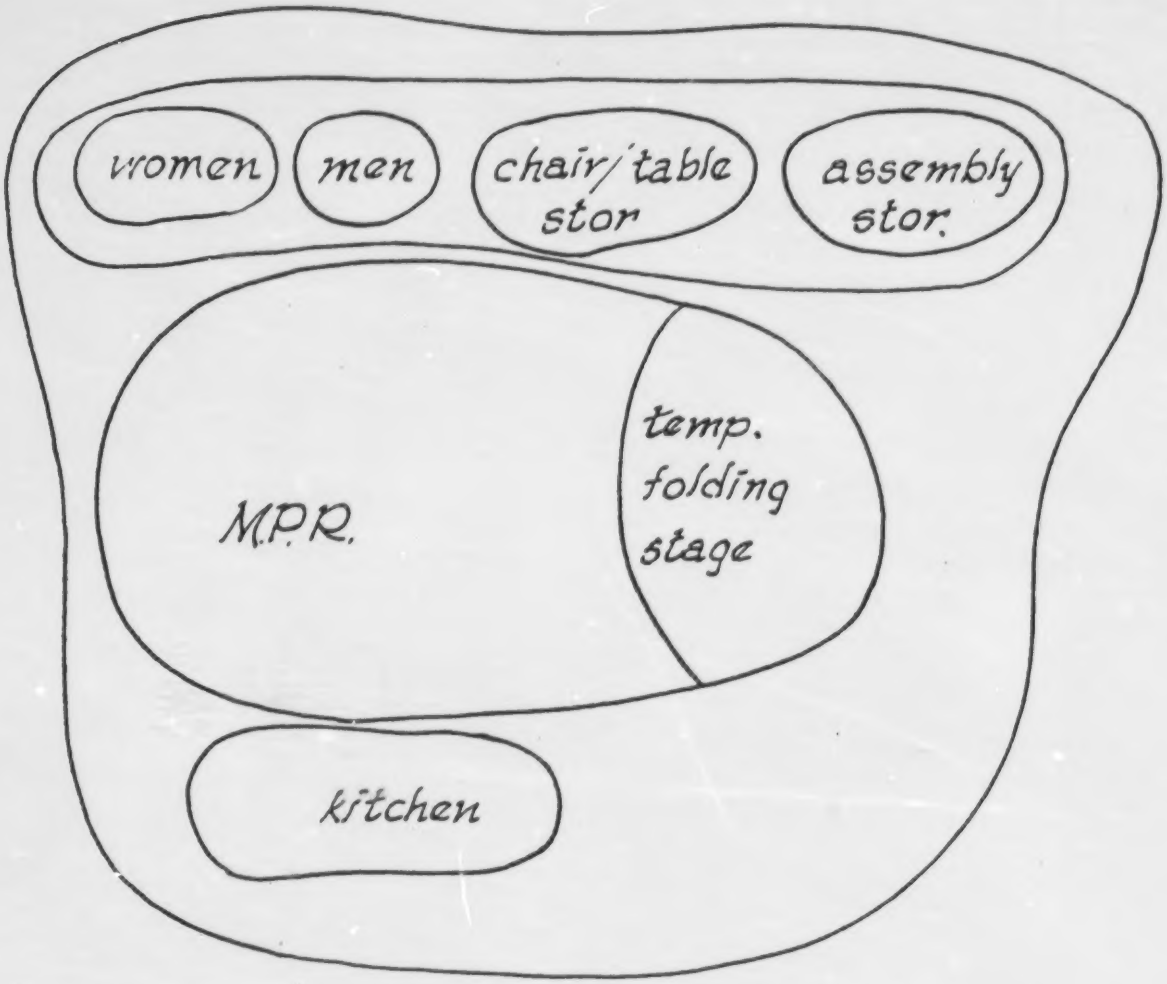
THE NEW MULTIPURPOSE FACILITY

The multipurpose room (MPR) is to be constructed as a new facility. The new receiving kitchen (a facility that may become a full size preparation kitchen) will be a portion of this new facility. Whether or not any of the other new facilities being built at this time should be constructed as a part of this new structure depends upon studies made by the Architect during the architectural schematic phase. Conceivably, the MPR structure could be planned to house instructional facilities (now or as future additions) for such things as regular classrooms (K-G, sixth grade, etc.) and special classrooms (art, music, etc.).

The multipurpose facility should initially house the following functions:

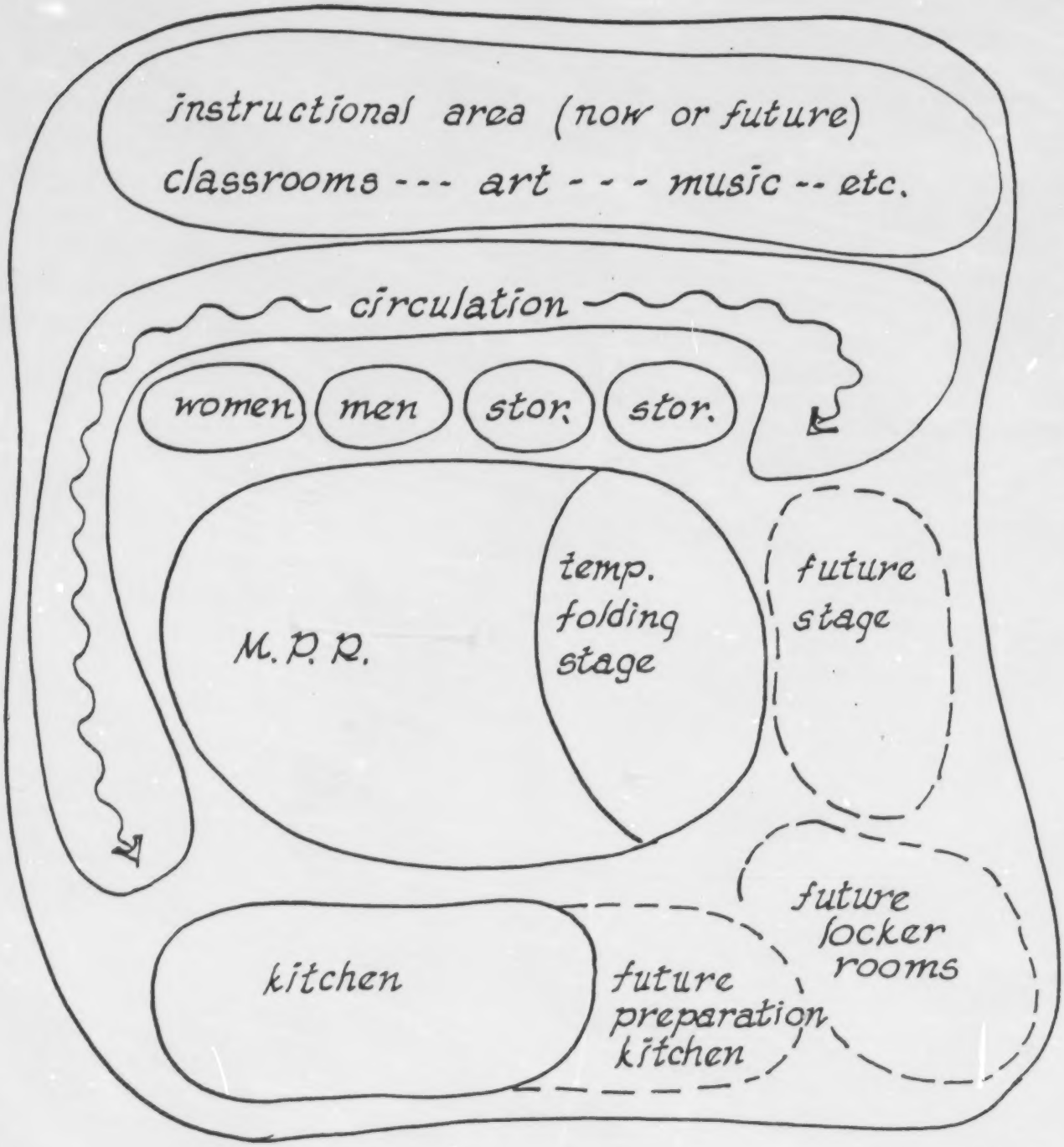
a) Student, faculty, and staff dining; community dinners

b) Assemblies for both students and adults, including



Minimal MPR Plans

Chart 5



Maximum MPR Plans

Chart 6

drama, music, speech and other fine arts presentations, and dancing.

c) Student indoor play,

d) Student and adult indoor physical education and recreation.

e) School/community adult activities.

Ultimately, it is anticipated that additional functions would also be housed as a part of these facilities, including:

a) Stage and related facilities.

b) Dressing rooms (perhaps two special classrooms could be temporarily used).

c) Locker rooms for boys and girls

The structure being planned at this time should have areas designated land or building where these facilities could be added in future years.

UTILIZATION SCHEDULE

Each school day the MPR will be used about as follows:

7:00 - 8:00 a.m.	Serve Breakfast (In the future)
8:00 - 10:30 a.m.	Student health education, physical education, recreation and other group.
10:30 - 11:00 a.m.	Converting the room to a dining room.
11:00 - 1:00	Student, Teacher & Staff dining
1:00 - 1:30	Cleaning and removi ng the dining equipment; cleaning the floor.

1:30 - 3:00	Student health education, physical education, recreation and assemblies, plays, and other group performances.
3:00 - 10:00 p.m.	School and community use by youth and adults for physical education, recreation, meetings, performances.
None - School days	.....Ditto

DINING FACILITIES

During the first year or so that this new facility is in use, the mid-day meal (lunch) will be the primary meal eaten in this area. Later, however, it is probable that breakfast may be served also, if so, it is estimated that less than 50 children would eat breakfast at the school; no equipment or other provisions should be incorporated into the present project to accommodate this potential breakfast meal.

It is also anticipated that the MPR will be used for dining by adults a few times a year. To make this possible, the Architect should design a storage space (adjacent to and opening into the multipurpose room) in which to store carts containing 400 folding (or stacking) chairs and 32 eight foot long folding tables.* The doorway to the storage room should have an opening about five feet wide and be without a threshold, step or other center mullion.

*The School District will purchase these chairs, tables and trucks.

Faculty and staff will either eat with the students or they will utilize the adult chairs and tables (mentioned in the above paragraph) in a portion of the multipurpose facility. A separate dining room is not being requested.

To accommodate student dinners, the Architect should specify the removal of the following furniture/equipment from the existing multipurpose facility to the new multipurpose facility:

a) 5 wall-attached folding tables and bench storage units.

These five storage units should be moved when school is not in session (the 15 tables -- 16 feet long when unfolded -- and matching benches will be moved by the school staff to the new MPR). These fifteen tables adequately accommodate the school with its present two-hour food serving arrangement.

Typically these folding benches and tables will be placed on the floor of the multipurpose facility by the custodial staff during the one-half hour preceeding the two hour dining period and put back away immediately after the dining period.

STUDENT ASSEMBLIES

During non-dining hours, the multipurpose facility will be used occasionally for assembly purposes. The initial facility should be designed with a fold-out (or roll away) stage about 15 feet deep, 30 feet long and 2-3 feet high, possibly this stage could double as a spectator bench during physical education type activities. In future years, a permanent stage may be provided and space for such

an addition should be incorporated in the design of this project.

Student activities will schedule music, speech, drama and dancing presentations with a maximum of 30 students being seated with music instruments on the stage at one time.

The school will use the student dining benches and the adult folding chairs for seating during assemblies. The room should accommodate about 350-450 student/adults.

A storage room with about 100 square feet of floor space should be located adjacent to the multipurpose facility to accommodate the storage of equipment which will be used as the stage during assemblies (equipment for speakers, dramas, etc.) about 50 lineal feet of 18 inch deep storage shelving should be installed in the storage space. A wide door (36" +/-) should be adequate.

ADULT ASSEMBLIES

Adults will occasionally use the MPR. They will use the room as it is prepared for student use, except for the addition of folding chairs (about 400) and folding tables (about 32"@ 30" x 8'), both items with carts for storing nearby. These items will be purcashed directly by the School District.

Adults will use the room for meetings, fairs, bazaars, physical education, recreation, dining and dancing.

STUDENT INDOOR PLAY/PHYSICAL EDUCATION

During inclement weather, the multipurpose room will be used to the maximum extent possible for the types of games listed below. The main floor of the multipurpose room should be 54' x 76' * (4,104 sq. ft.). This includes safety space for the ends and the

* This is the largest possible size; see the special note on the last page of this MPR section.

sides of the basketball court, the largest of the courts requested for this MPR. Centered in it should be a basketball court (42'x64') with basketball baskets at opposite ends. An 18' high ceiling is requested; it might be advisable to take an alternate for lowering the ceiling height several feet.

The floor of the multipurpose facility should be made of synthetic material and include built-in play court markings for one basketball court, one volley ball court (30'x50' for children; 30'x60' for adults), two shuffleboard courts and one badminton paddle tennis (20'x44' - doubles) court. A circle with approximately a 30 feet diameter should be located with its center in the center of the room; a 22' diameter circle should be centered on each free throw line. After the Architects have scale diagramed and color coded these floor markings.

Physical education, play and recreational activities which will be conducted in this MPR include:

Gymnastics/tumbling

Self-testing for physical skills

Instruction/coaching

Rhythmics

Dance

Games (large muscle development for younger children)

Play

Basketball, volley ball, paddle ball

Rebounding balls off of a wall (handball, racket ball, tennis ball, etc.)

One wall in the MPR should be designed to be a "rebounding wall", a wall where balls can be bounced off of with the balls naturally rebounding in the correct direction. This wall needs to be hard, smooth and durable, with few, if any, joints, moldings, equipment parts, louvers, etc.

Although no locker or shower room facilities are included in this project at this time, it is always possible they might be added during some year in the future. It would be helpful for such future space to be physically located on the MPR overall plan.

For instructional purposes the MPR room should contain a display board, or other type of display area, containing 25-50 sq. ft. of surface. In addition the MPR should contain a chalkboard of about equal surface. The latter could be a portable unit, but if so would require storage space.

Storage requirements for the MPR are substantial. Much of the equipment which will be used in this MPR will be portable in nature and will need to be stored away when the room is being used for non-physical education activity. Storage will be needed for:

Boxes of balls, bats, nets, paddles, pins, poles, pucks and other such supply items.

Mat truck w/ mats (8 @ 4'x8')

Exercise bars (pullups, chinning, climbing)

Balance beam (2)

Spring boards (2)

A-V equipment (record player and records, projectors, speakers)

Certain other pieces of physical education equipment should be permanently mounted in the MPR, including climbing ropes (2), basket ball back boards, with hoops, rings, hooks, etc., for attaching and holding up nets, clock, public address system (could be installed in the future) court markings, drinking fountains, and a projection screen (either permanently installed or portable).

Spectator space is not a requirement for this MPR.

It might be helpful for the mechanical engineers to note that physical education, plays and recreation (large muscle and high activity usage of the MPR) will normally involve a maximum of 60-90 small (ages 5-8) children or 25-50 older (ages 9-12) children.

BUILDING SERVICES

The MPR facility will need to be provided with a room for custodial use. The room should contain about 18 lineal feet of 13" deep heavy duty shelving, a custodial sink with drain, hot and cold water and a hose bibb connection. About 100 square feet of space should be provided for the storage of cleaning equipment and supply containers. The room should be well ventilated and moderately illuminated.

TOILETS

Male and female toilets will be needed in a location easily reached from the multipurpose facility. Since adult usage of the MPR will be limited, only student toilets should probably be provided.

TELEPHONE

A public telephone should be provided in a location easily reached from the multipurpose facility.

DRINKING FOUNTAINS

A minimum of two separated drinking fountains should be located close to or in the multipurpose facility.

AUDIO VISUAL

The multipurpose facility will be used both during the day and the evening for movies, slide shows and other audio visual purposes. A ceiling recessed electrically operated screen of about 10 feet square in size probably should be included in the Architect's documentation although a portable lower cost unit could be utilized. If windows (including in doors) are provided in the room, light controlling provisions should be included in the facility. Electrical outlets for AV equipment should be located on electric circuits which work independent of other equipment. Room lighting should be designed to be easily adjusted for utilization.

MAINTENANCE AND VANDALISM

Kitchens and multipurpose facilities are among those most often damaged both in the course of normal wear and by vandals. The facility should be designed to reduce such "wear and tear". Windows, doors, exterior grills, lighting fixtures, fire prevention equipment, and walls are items of special concern.

Mechanical equipment should be in locations where it is easy to check but not where it can be easily vandalized by children.

Windows included in this project should be designed to facilitate their cleaning and operation. They should also be "breakproof", lockable, and shielded from balls. Lighting fixtures and other mechanical equipment should also be carefully protected from damage during normal use of the MPR facility.

SPECIAL NOTE :

1. This MPR section of the Educational Specification has been prepared based on the School District being able to finance a MPR whose size is determined by the size of a junior high school basketball unit. If the Architect's initial studies reveal that this is either impossible or highly improbable, then he should proceed, basing the overall size of the MPR on a standard volley ball court (plus reasonable safety margins at the end and sides of the court--and at the folding stage area).

SECTION XIII

FOOD SERVICE FACILITIES

SECTION XIII - FOOD SERVICE FACILITIES

PRESENT SITUATION

At the present time, food for the elementary school is prepared about a quarter of a mile away at the high school. The prepared food is transported to the elementary school between 10:00 a.m. and 11:00 a.m. every school day. Three of the women who help prepare the food at the high school transport it to the elementary school in the school's food service vehicle, an enclosed van. The food is served out of a temporary and very inadequate hallway location in the elementary school.

A RECEIVER KITCHEN

This situation has existed for five to ten years due to the school's restricted financial status. A receiver kitchen is now being planned for the elementary school; it will be both efficient and economical. It is anticipated that this receiver kitchen will exist for a period of at least ten years, and then a full service kitchen may be completed. The receiver kitchen will be operated with a two-hour student lunch period, one serving line will be maintained.

THE NEW FOOD SERVICE FACILITY

A new food service facility is an important component of this project. The kitchen portion of this food service facility shall consist of a load and supply receiving area, storage areas (refrigerated and dry storage), a food area, an administrative area, a staff area, a serving area, a dishwashing-disposal area, and

a dining area in an adjacent multipurpose room (MPR).

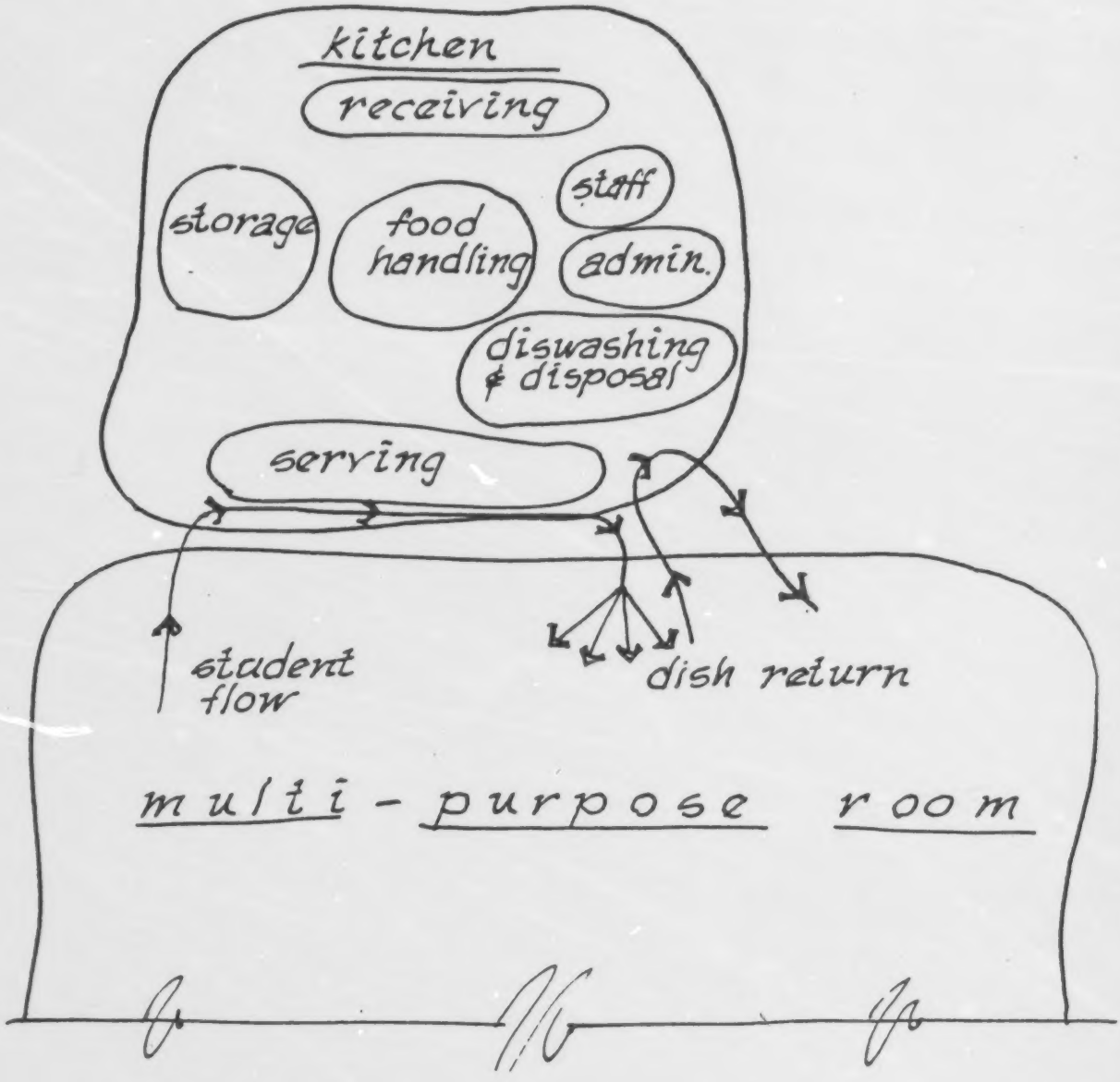
Because a full-service kitchen, a preparation kitchen, may be added in the future, the receiving kitchen space should be designed to be expandable by two to three times its initial size in order to accommodate more storage spaces, additional equipment (ranges, freezers, etc.) another serving line and other related items needed for a full-service kitchen.

PLANNING FOR THE RECEIVER KITCHEN

The receiver kitchen should be located adjacent to the multi-purpose room. It should be deisgned to be expanded in the future to accommodate two serving lines which will disperse into the multi-purpose room.

DISPOSABLE TRAYS

The School District has decided it will use disposable trays in this food service facility and, therefore, a mechanical dishwasher should not be provided. Space will be required for 10 waste containers to be placed in the dining area and then to be moved to the loading dock.



Receiver kitchen

Chart 7

General Conditions

One major area of concern for the receiving kitchen complex is sanitation. Floors, walls, and equipment should be easy to clean and attractive; floors should also be non-slip. Building materials of medium quality are the most desirable. Acoustically, consideration must be given to the high noise level associated with kitchen-dining areas through the utilization of sound absorbent material surfaces.

Loading Dock-Receiving Area

The loading dock should contain approximately 50 square feet of surface area. It should be situated at a level at which a truck (van) can back up to or easily unload from the side. As with any school, as little vehicle backing up as possible is desirable. Likewise, the load service truck driveway should not cross student playground areas. The driveway should have a curb with gutters to prevent aimless and unsafe driving.

A freeze-proof water hose bibb is desirable for cleaning purposes in the loading dock area. If outside drains are installed, one should be located in this dock. An outside light is necessary to illuminate the dock area for night-time use and security purposes.

The exterior door should provide good security as well as an emergency exit from the food service facility.

Storage

Provisions for storage should include approximately 175-200 lineal feet of shelving averageing 18-24" in depth and sufficiently strong to support cartons of canned food. This storage area should be secure from thievery for food, paper supplies, utensils, and other miscellaneous items. An expanded metal screened cage with a lockable door or a low-cost adjacent storage room is recommended.

Staff Room

The staff room should include a toilet, lavatory, bench, lavatory mirror, upright full length mirror (near the door), towel bar, soap dispenser and five clothing lockers (12 inches wide by 12 inches deep by 60 inches high--with a base). A bulletin board (about four feet by six feet) should be located on a kitchen wall just outside the employees' locker room.

The Kitchen

Food will be normally be received a few hours before it is to be served. Food service staff will attempt to provide an efficient and healthful working environment, to provide a pleasant dining environment and to serve the food to students in a quick, sanitary, properly tempered manner. Facilities should be arranged in such a manner that persons, food and supplies can be moved

conveniently from one space to another in logical progression. The maintenance of health and safety standards is an obvious necessity, and the entire facility should be designed to promote cleanliness and easy maintenance.

Food preparation equipment, being expensive, should be chosen with care before the kitchen is designed. The following equipment must be included (quality levels are suggested by including manufacturer's names for selected items):

1 Six burner gas stove with oven and hood (Wolf or equivalent)

1 Refrigerator (Reytone or equal) - about 54 cubic feet

1 Steam table with five compartments - four heating, one cooling (Duke or equal)

2 Sinks, one triple pot and pan sink and one single (Elkay or equal)

1 Soiled dish table - about 36"x72"

3 Work tables - about 36"x72"

1 Counter connecting steam table and other serving line equipment

1 Pot rack

2 Silver carts

10 Containers for collecting disposable trays

1 Milk dispenser (supplied by milk vendor)

The kitchen should have a floor drain with an appropriate trap. A garbage disposal is recommended if engineers determine that the waste system will tolerate it.

The Administrative Area (not a complete room)

This area should contain a desk (approximately 30 inches by 72 inches) two chairs, a small wall safe, 5' of shelving for books and materials, a waste basket, a bulletin-chalk board (approximately four feet square) and a file cabinet (four-drawers high).

SECTION XIV

GENERAL CONCERNS

SECTION XIV - GENERAL CONCERNS

FIRE SAFETY

This School District is particularly concerned about fire safety. The Architect and Engineer are urged to design facilities which conform to the best fire safety practices enunciated by the Fire Marshall of the State of New Mexico.

FACILITIES FOR THE HANDICAPPED

The School District is also particularly concerned that its educational facilities be convenient and appropriate for use by physically handicapped persons. The Architect and Engineer are urged to design facilities which conform to law and best practice in this respect.

PERSONAL SAFETY

This School District is concerned that its school facilities be the safest possible plan for children and adults to study, teach, counsel, administrate, play, etc. The Architect and Engineer are urged to plan the safest possible facilities.

"PACES IN SPACES"

The Architect is encouraged to take advantage of the diverse nature of this project, and to design facility spaces which will bring paces to the spaces in Pojoaque Valley Elementary School. Stated another way, each of the two present pods is too similar in appearance--throughout each pod. Some interesting variations are needed.

The new kindergartens should be designed so that it is readily recognized by most people as a kindergarten facility. The same kind of individuality should be recognizable in the audio-visual MPR.

FLEXIBILITY

Increasingly the Pojoaque Elementary School is becoming a school in which there is less "me talk, you listen" lecturing and more "learning by doing" student activity. It is believed that the school will--and should--continue to move in this direction, and therefore the Architects and Engineers of this project are encouraged to design features into the pro ject which will increase the flexibility with which teachers and students can utilize each of the facilities and building systems.

Flexibility is desired which will promote or increase varied grouping of students, individualized instruction, interesting working environments, multiple use of space opportunities, more enjoyable use of the facilities, and otherwise improve the learning setting.

AESTHETICS

Like many of the low financed schools in the drier sections of New Mexico, the Pojoaque Valley School District has not felt that it could, or should spend public funds on lawn sprinkler systems, grass, etc., and henceforth will continue, except for the installation of hard surface areas, to have dirt surfaced playgrounds. This presents a challenge to the Architects. Pjoaque wants its facilities to look modern, compliment local culture, and help the exterior of the school (school site) to look as good and be as safe as possible. In addition, the Educational Consultant wants the Architect to use exterior colors/textures/materials in a way that will stimulate children to like the school, to participate

in school functions and to enjoy and learn in a motivating environment.

THERMAL CONDITIONS

The School District is very unhappy with the functioning of the HVAC system in Pod #1, and very happy with the HVAC in Pod #2. The Engineer of this project should seek to correct the HVAC problems in Pod #1 and design HVAC system for new facilities which are as maintenance and trouble free as possible.

Even though air conditioning (refrigerated cooling) would be desirable in the Pojoaque Elementary School on some spring and fall days, the school cannot afford it. The school would like to use outdoor air for cooling purposes to the degree that it is economical and otherwise advisable.

PARKING

The existing vehicular parking arrangements present a very unsafe, unattractive, and dust creating situation at the Pojoaque Valley Elementary School. The Architect should examine this situation and make suggestions for its improvement. If funds are available within this project, some improvements should be accomplished.